

Summary of Changes to Special Education Forms July 1, 2008

General Changes

- Expansion of the term Parent to include Guardian and Surrogate
- Date of receipt or date sent
- LEA contact person's email address with contact information
- Information to parents on how to locate annotated forms and defines annotated forms as documents to help in understanding each of the forms
- Name of student in the header of each page

Permissions to Evaluate

Permission to Evaluate -- Evaluation Request Form. New component of this form complies with regulatory requirements at §14.123(c), §711.24(c), and §300.503(a). The LEA must issue this form to parents within 10 calendar days of parent's oral request for an evaluation

- Provides for parental explanation of concerns/reason for request
- Provides parents an explanation of LEA options upon receipt of parental request
 - Agree to parental request and issue *Permission to Evaluate -- Consent Form* OR
 - Refuse parental request and issue *NOREP/Prior Written Notice with Procedural Safeguards Notice* containing the reason for refusal
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; *Procedural Safeguards Notice* to be included

Permission to Evaluate -- Consent Form. The LEA must issue this form to obtain written consent for an initial evaluation

- Contains language revisions (e.g., rewording of reason for referral)
- Clarifies how and to whom parent can send information/ideas/concerns
- Explains new evaluation timeline and issuance of *Evaluation Report* since the timeline has been shortened to 60 calendar days
- Eliminates proposed dates for evaluation
- Clarifies parent consent options
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; *Procedural Safeguards Notice* to be included

Permissions to Reevaluate

The *Permission to Reevaluate* no longer contains the agreement to waive reevaluation.

Permission to Reevaluate -- Reevaluation Request Form. New component of this form complies with regulatory requirements at §14.123(c), §711.24(c), and §300.503(a). The LEA must issue this form to parents within 10 calendar days of parent's oral request for a reevaluation

- Provides for parental explanation of concerns/reason for request

- Provides parents an explanation of LEA options upon receipt of parental request
 - Agree to parental request and issue *Permission to Reevaluate -- Consent Form* OR
 - Refuse parental request and issue *NOREP/Prior Written Notice* with *Procedural Safeguards Notice* containing the reason for refusal
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; *Procedural Safeguards Notice* to be included

Permission to Reevaluate -- Consent Form. The LEA must issue this form to obtain written consent for a reevaluation

- Provides for documentation of the data reviewed by the IEP team, and, if appropriate, the additional data that are needed
- Clarifies how and to whom parent can send information/ideas/concerns
- Explains new evaluation timeline and issuance of *Reevaluation Report* since the timeline has been shortened to 60 calendar days
- Eliminates proposed dates for reevaluation
- Clarifies parent consent options
- Eliminates the prehearing conference in the parent options
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Agreement to Waive Reevaluation

This now is a separate form. Previously, this action was proposed in the *Permission to Reevaluate*.

- Provides for parents the reasons why the LEA is recommending to waive the reevaluation
- Explains to parents that agreeing to waive reevaluation at this time still allows parents to request a reevaluation at a later date.
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Evaluation Report

- Renames Evaluation Results section to Sources of Evaluation Data, which includes information from parents; observations by teachers and related services providers; teacher recommendations; and physical condition, social or cultural background, and adaptive behavior relevant to suspected disability; and assessment data
- Requires documentation of determining factors that must be ruled out for a student to be determined eligible for special education (i.e., lack of appropriate instruction in reading and math, and limited English proficiency)
- Summary of Findings/Interpretation of Evaluation Results section requires documentation, based on all evaluation data, of present levels of academic achievement and functional performance, and behavioral information
- For a child determined to be eligible for special education services, requires recommendations for the IEP team
- Clarifies when and how an evaluation team member agrees/disagrees with team's conclusion (for specific learning disability only)

- Adds “certified” school psychologist as required member of evaluation team (school psychologist requirement new for Charter Schools)
- Provides separate component to be used only for determination of specific learning disability. Team indicates use of response to intervention and/or discrepancy methodology and provides documentation required for each methodology
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Reevaluation Report

- Lists the factors the IEP team must consider in determining the need for additional evaluation data in the Determination of Need for Additional Data, Summary and Conclusions section
- Expands “Summarize Information Reviewed” section to include physical condition, social or cultural background, and adaptive behavior relevant to child’s disability and need for special education; parent information; aptitude and achievement tests; current classroom based assessments and local and/or state assessments; observations by teachers and related services providers; and teacher recommendations
- Requires documentation of determining factors that must be ruled out for a student to be determined eligible for special education (i.e., lack of appropriate instruction in reading and math, and limited English proficiency)
- Provides separate documentation requirements when additional data are needed and when not needed
- Provides separate documentation requirements when the child is determined to continue to be a child with a disability and in need of specially designed instruction and when the child is determined not to continue to be eligible
- For a child who is determined to continue to be a child with a disability and in need of specially designed instruction, requires documentation of child’s educational strengths and needs; present levels of academic achievement and related developmental needs, including transition needs as appropriate; and recommendations for consideration by the IEP team
- Clarifies when and how evaluation team member can agree/disagree with team’s conclusion (for specific learning disability only)
- Adds “certified” school psychologist as required member of evaluation team (school psychologist requirement new for Charter Schools)
- Provides separate component to be used only for determination of specific learning disability. Team indicates use of response to intervention and/or discrepancy methodology and provides documentation required for each methodology
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Invitation to Participate in the IEP Team Meeting or Other Meeting

This form no longer contains the option to excuse a member of the IEP team from an IEP team meeting. Parental consent for excusal is requested on a separate form.

- Transition Planning section reflects the change for transition planning to age 14 or younger if determined appropriate by the IEP team
- Invited Team Members section includes Teacher of the Gifted, a required team member for a student who is a student with a disability and is gifted
- Separates out directions for parents into “My Attendance” and “Accommodations”
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Parental Consent to Excuse Members from Attending the IEP Team Meeting

This is a new form that the LEA includes with/attaches to the *Invitation to Participate in the IEP Team Meeting or Other Meeting* to request parental consent to excuse IEP team members from attending an IEP team meeting

- Consists of two main sections, one used to excuse a team member whose content area will not be discussed, and the other to excuse a team member whose content area will be discussed and therefore that team member must submit written input to parent and other team members prior to the meeting
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Individualized Education Program (IEP)

Signature Page

- Team Members section includes Teacher of the Gifted, a required team member for a student who is a student with a disability and is gifted
- Adds information concerning transfer of rights at age of majority. However, since this does not apply in Pennsylvania, this is only an information item
- Explains that the *Procedural Safeguards Notice* provides information to parents regarding a process for disagreeing with the *IEP*

Section I: Special Considerations

- Contains additional definitions, questions, and/or clarification of requirements for each area of the special considerations, including a Communication Plan for students who are deaf or hard of hearing and a Positive Behavior Support Plan for students whose behavior impedes his/her learning or the learning of others. Provides a link to PaTTAN website to obtain these plans
- The Communication Plan is required for students who are deaf and hard of hearing
- Consideration of transition planning removed -- explicit directions for transition planning are contained in Section III

Section II: Present Levels of Academic Achievement and Functional Performance

- Consists of bulleted lists of required components, with examples of information to be included

Section III: Transition Services

- Is in a new location, closer to the front of the *IEP*

- Indicates the new requirement for transition planning at age 14 or younger if determined appropriate by the IEP team
- Includes more specific instructions on how to complete the transition services grid
- Requires identification of “Person(s)/Agency Responsible”
- Contains a prompt to include the CIP code for students attending Career and Technology Centers
- Changes term “postsecondary outcome” to “postsecondary goal”

Section IV: Participation in State and Local Assessments

- Provides a link to PDE website to obtain additional information regarding PSSA accommodations and criteria for PASA eligibility
- Contains an additional option, “Assessment is not administered at this student’s grade level.”
- Includes Science assessment in list of State Assessments

Section V: Goals and Objectives

- Provides information regarding documentation of short term learning outcomes for the student who is a student with a disability and is gifted
- Lists the four criteria of a measurable annual goal (will be defined in *Annotated IEP*)
- Organizes the requirements for progress reporting into separate columns for HOW the child’s progress will be measured and WHEN periodic reports will be provided to the parents

Section VI: Special Education/Related Services/Supplementary Aids and Services/ Program Modifications

- Indicates consideration of supports as appropriate for nonacademic and extracurricular services and activities
- Provides a prompt to include supplementary aids and services as appropriate
- Supports for School Personnel now documents those school staff who will receive supports
- Contains a new component to document support services for a student identified as gifted who also is a student with a disability

Section VII: Educational Placement

- Part A contains the four questions regarding Least Restrictive Environment that the IEP team must review and discuss
- Part B requires documentation of the amount of special education supports (i.e., itinerant, supplemental, full time); the type of special education supports (e.g., autistic support, learning support, etc.); and the location of child’s program, including name of school building and name of district where the *IEP* is being implemented

Section VII: PennData Reporting

- Reflects new OSEP reporting requirement to calculate the percentage of time a student is inside the regular education classroom per day
- Provides a formula to calculate percentage of time spent in the regular education classroom
- Provides new examples of the calculation

Notice of Recommended Educational Placement/Prior Written Notice

- Provides a list of actions taken by the LEA that are being communicated to the parents
- When the action proposes the initial provision of special education and related services, a reminder that the school may not proceed without parental written consent
- Indicates that, when the options considered by the IEP team involve educational placement, the regular education environment with supplementary aids and services must be considered first. Provides a link to information about supplementary aids and services available on the PaTTAN website
- Parental Consent section informs parent that the LEA must receive written parental consent ONLY when the LEA is proposing the initial provision of special education and related services
- Further information is provided to the parent that if the parent does not approve the action taken, the child will remain in the current program/placement ONLY if the parent requests a due process hearing or mediation using the appropriate form, and how the parent can obtain that form
- Provides resources for parents to consult for additional information about the law and their rights
- Defines *Procedural Safeguards Notice* as a document that explains parental and student rights; Informs parents that a *Procedural Safeguards Notice* is available upon request

Summary of Academic Achievement and Functional Performance

This form previously was entitled Summary of Performance. The title was changed to accurately reflect IDEA language.

- Provides an explanation of the contents of four components of the form
- Part 1 consists of student demographic information
- Part 2 consists of the academic and functional areas in which the student participated, accommodations provided, and recommendations
- Part 3 consists of information to assist the student in meeting his/her postsecondary goals
- Part 4 (optional) provides an opportunity for the student to give his/her perspective by answering questions based on high school experiences (e.g., supports that have helped him/her succeed in school)

Procedural Safeguards Notice

- Provides a Table of Contents
- Updated format; Revisions reflect new requirements of Chapters 14 and 711